A Study on Impact of Training and Performance Feedback on Organizational Commitment

Javaria Tanvir[1] and Muhammad Ali[2]

[1]Javeriatanveer23@yahoo.com
[2]malipasha1947@gmail.com

Abstract

The aim of this paper is to present study results on the influence of training and performance feedback on organizational commitment of company employees. The results were obtained from 247 employees who work in the telecom sector. Results show the positive relationship of training & performance feedback on organizational commitment. The study confirmed that training & performance feedback positively influences personal commitment and turnover, which in turn increases worker's as well as organization's efficiency.

Keywords: Training, Performance feedback, organizational commitments.

Introduction

Training and development play very vital role for any company. The training simply represents the procedure of obtaining the essential abilities required for a certain job. It targets specific goals, for example, knowing a procedure and operating a certain machine or system. Career growth, on the other side, places focus on wider skills, which are appropriate in a variety of situations. This includes thinking critically, decision making and handling individuals. Benefits of both differ. (Kumar and Krishnaveni 2012).

In a study of Walsh and Fisher, (2005) they stated that some workers might develop a strong feeling of recognized company assistance based upon the company's members' desire to provide them with additional opportunities for learning an area that was of particular interest to them. According to the research of Kuvaas and Dysvik (2010), described that the recognized efficiency of performance feedback is found to have a positive connection with work efficiency &company's dedication.

The idea that equity of Performance feedback is related to the worker's dedication, fulfillment and inspiration to their company is true (Colquitt, Conlon, Wesson, Porter & Ng, 2001). Knowing of Fairness demonstrates that the company is dedicated to its workers (Allen & Meyer, 1997). If individuals think that the choices are reasonable, they will react with dedication, and will be keener to include in extra-role behavior (Colquitt, Conlon, Wesson, Porter & Ng, 2001).

Literature Review

Training & Organizational Commitment

Training can be defined as an action that changes people's behavior. According to Mehrabad & Brojeny (2007), training is the act of accelerating the abilities of a worker for doing a particular job. Goldstein (1993) defines training as a thorough accomplishment of abilities, guidelines, ideas or behavior those results in enhanced efficiency in another environment. Training is the area where business, commercial, and personal growth can coordinate, and where human resources and company growth get combined together. It relates to a structured attempt by a company to allow employees' learning of job-related competencies; these abilities include knowledge, abilities, or actions that are crucial for effective job efficiency.

Training and development help an organization in optimizing the utilization of human resources, which additional help employees to achieve organizational goals, as well as their individual aims. Guzzo, Jette, & Katzell, (1985) indicated the view that training applications are the most effective action among many business treatments. Training helps to improve the efficiency of workers, which, in turn, provides an advantage against their competitors to the company (Schraeder, 2009).

Evaluation of Training's performance is done by calculating a number of Training and exchange outcomes, often ordered by using the four-level model developed by Kirkpatrick (1967).

1. Reaction: actions how members of an exercise course react to it.

2. Learning: analyze the level to which members have advanced in the KSAs.

3. Behavior: the exchange that has happened in the actions due to its course.

4. Results: Accomplishment of method i.e. improved creation, improved excellence, reduced costs, reduced accidents, and improved sales.

Numerous past studies have verified and reinforced positive connection between training opportunities and worker's dedication (Bartlett, 2001).

Training is important for the organizations that are looking to gain a benefit among opponents. There is an important discussion among experts and scientists about the impact training have on worker and business objectives. Owens (2006) analyzes the connection between training and commitment. The research by Owens theorized that workers in training activities have higher levels of dedication and less turnover. The study confirmed the theory that training positively influences on turnover and commitment which in turn increases worker efficiency. There is positive linkage b/w training and worker's dedication, the results support a positive & statistically significant result that training positively affect employees' commitment. Training is recognized for efficiency improvement and employee holding but currently it becomes a way to success. McGunnigle & Jamesonn (2000) observed in their studies that there is positive impact of training on commitment

Al-Emadi, & Marquardt (2007) observes the advantages of training contribution and its influence on organizational commitment they found a positive association between perceived training benefits and commitment. Earlier studies in China, indicate that there is a positive relation between investment in training and commitment (Ng and Siu, 2004). Brum (2007) describes that dedication with office typically comes from connections and the association that a worker has with the company. When a company gives coaching to workers, the chances of enhanced

efficiency are improved. The Study suggests that training helps achieve greater organizational dedication. This is because workers understand training as an indication of commitment from the company to them, and which they may reciprocate through their dedicated to the company. The major finding is that companies that were operating below their expected labor efficiency stages prior to providing and applying new employees' coaching, learning and development programs that led to significantly larger improves in labor efficiency developer should understand the value of coaching programs to employees' efficiency and organizational goals. This higher rate of efficiency development is sufficient to bring them up to the labor efficiency stages of similar companies.

Performance Feedback & Organizational Commitment

Obisi (2011) states that performance feedback is a structure which delivers organizations with a means of recognizing not only what people's performance levels are but also which levels need to be.

Performance feedback can be well-defined as details about a worker's past actions centered to recognized worker performance and outcomes. The aim of performance feedback is the improvement of personal involvement, motivation, and job satisfaction supervisors are often unpleasant in giving opinions (Aguinis, 2009), and such opinions often do more damage than good with regards to assisting employees to advance their efficiency (DeNisi & Kluger, 2000).

Fletcher (2001) states it is an indication that where there is a lack of performance feedback it means organization cannot focus on growing and motivating their employees.

Organizational commitment is well-defined as one of the essential features that affect the success of the organization. The association a worker has with the management they works with and the amount to which they can recognize themselves with the standards of the company is the organizational commitment (Cohen, 2014). High organizational commitment can support the worker to be somewhat rewarded by transferring the empowerment, as a result of themselves loyal to the company. Low organizational commitment, on the other side, may cause rumors, oppositions and criticisms which in return damages the company itself, may result in the failure of trust of the clients and may end with financial harm (Sabharwal & Corley, 2009; Platsidou & Diamantopoulou, 2009)

Commitment towards organization is a connection between the worker and the company (Chen, 2006). A state in which a worker identifies themselves with a specific organization and its goals, and wants to remain its member is Organizational commitment. The research recommends that organizational commitment leads to less absences and turnover (Khan et al, 2009). Employee Participation and employee-organizational commitments are critical organizational necessities as organizations face globalization and improving from the global depression.

Many scholars in their research support the connection between organizational performance and employee engagement, for example, Simpson (2009) and Andrew and Sofian (2012). Research recognized 3 kinds of commitment; affective commitment, continuance commitment, and normative commitment (Miller and Lee, 2001). The study defines Affective commitment as emotional passion, recognition, and contribution that a worker has with its company and goals. Karimi, Malik and Hussain (2011) examine that the performance of the workers is associated with their company dedication, e.g. E.g. instructors are doing their responsibilities to

their companies they will be more dedicated if there is fairness in allowance of rewards and its processes with their companies.

This perception is largely studied by scholars for last many years. Because always highly committed workers always do their duties with a positive approach and great struggle that ultimately progress the performance of a particular organization (Danish, Ramzan and Ahmad, 2013). Green, Felstead, Mayhew & Pack (2000) mentioned that on less opportunity the committed workers leave their jobs.

The feedback includes recommendations for modification and inspiration. The performance feedback structure has an important impact on the worker awareness of justice that influence attitudes and performance of the workers; alternatively, it will affect the performance of the organization (Ahmed, Ramzan, Mohammad & Islam, 2011). According to Aguinis (2009), performance is about worker's behavior. It indicates something what employees do and not about what employees create or the outcome of their effort. Performance is established by a mixture of details, step-by-step details, and inspiration. This definition has two vital factors, i.e. process and context. Task performance or performance declares the specific activities important by one's job. Meanwhile the contextual one declares those things required for the good member of the organization. In one previous study (Kuvaas, 2006) revealed that the workers' fulfillment on performance reviews identified their performance. It indicates a properly managed performance review will lead to great workers' fulfillment, and it successively increases employee performance. In the work of Kuvaas (2006), who analyzed the various relations between the opinions of growing performance evaluation and performance, the consequence indicated that the connection between the opinions of developing performance evaluation and self-reported performance was mediated by employee's inspiration and strongly moderated by their independence orientation

An efficient performance feedback framework represents an efficient performance reviews program (PAS) that measures individual performance perfectly and rewards employees based on their performance (Ahmad, 2004; Fletcher, 2001).

Performance feedback is one of the eldest and most universal practices of organization and it contains all the efficient measures used in organizations to measure the performance of workers. Performance feedback has been considered as a significant foundation of HR growth as it is used for taking vital choices like training & development, advancement. Additionally procedural & interactional justice was originating to have a positive relationship with feedback satisfaction and motivation to increase performance (Selvarajan & Cloninger, 2012).

Modern researches studies also relate performance feedback to performance of staff. Performance assessment applies have an important and positive impact on commitment and effectiveness of workers. Prior studies have also described that performance evaluation is positively connected to productivity. Performance feedback has been found to have an important relationship with promotion, rewards, bonus & salary increments (Femi, 2013). Further, performance feedback has been studied in relative to job satisfaction as reported by Monis & Sreedhara, (2010) and Karimi, Malik & Hussain, (2011) that performance feedback positively forecasts the satisfaction of workers & growth with organizational commitment. Shahnawaz & Juyal (2006) originates that performance feedback is the important forecaster of organizational commitment. It has both managerial as well as individual growth and organization's honesty towards performance evaluation benefits in improving commitment and trust among employees.

Salleh, Amin, Muda & Halim (2013) determined that the apparent fairness of performance evaluation has a positive effect on the employee commitment towards the organization.

Problem Statement

To analyze and determine the impact of training and performance feedback on organizational commitment

Research Questions

1. What is the impact of training on organizational commitment?
2. What is the impact of performance feedback on organizational commitment?

Significance of study

This study will provide management useful guideline to adopt rational strategies for handling complex phenomena. This study will provide useful guidelines for policy makers to make rational plans about organizational commitment. This study will provide useful baseline for future researchers to carry out research in this field or related field for more in-depth knowledge. This research study will help researcher themselves to get in-depth knowledge of this field by study empirically
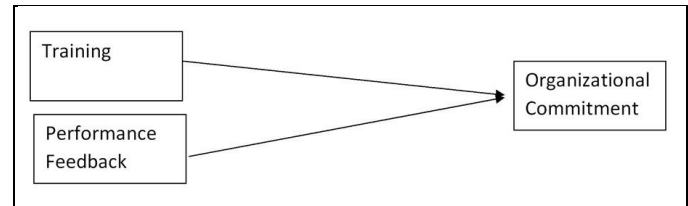
Limitation of Study

The study is limited to telecom sector of Pakistan only. Same impact can be studied with inclusion of moderating variable as well.

Objectives of Study

- To explore the relationship between training, performance feedback and organizational commitment.
- To explore the relationship b/w training, performance feedback

Theoretical Framework

Hypothesis

1. Training have a positive impact on organizational commitment
2. Performance feedback has a positive impact on organizational commitment

Research Methodology

This section provides insights about the methodology used to conduct this research. The discussion describes the methodology used for this study under the headings of research approach and design, instrument development, population, sample, unit of analysis, time horizon, research strength, pilot testing, data collection procedure, a data analysis technique, tests for data analysis and software used.

Research Design

The research will be quantitative in its approach. The research design of the study will be hypothesis testing, type of investigation is causal and cross sectional.

Instrument Development

The instrument used for the data collection will be surveyed questionnaire containing structured close-ended questions and adaptive from previous research. The questionnaire will be of two sections. Section 'A' will be of demographic information such as sector (public or private) with gender, age, experience, education and managerial tier, section 'B' will contain the questions which enclosed of different items to measure responses on the variables. All questions will be adapted using the five Likert scale (Likert, 1967), form, ranging from 0 (strongly dissatisfied) to 5 (strongly satisfied).

Measures

Variable	Types of Variables	Source	No. of Items
1. Training	Independent	Folger et al. 2005	8
2. Performance feedback	Independent	Rosen et al. 2006	5
3. Organizational Commitment	Dependent	Bozeman & Perrewe 2001	5

Population & Sample

The population of this study was employees of telecom sector of Pakistan. The sample size of the study was workers of Telecom industry from Islamabad. The sampling strategy used for this study was convenience sampling technique.

Unit of analysis

Unit of analysis for this study is individual that includes the employees of telecom sector.

Pilot Testing

A pilot test of 43 respondents was conducted for the employees. The result of pilot test indicated that all the items of the instrument were reliable with (α > 0.700) showing high level of internal consistency for all variables.

Data Collection Method

Structured questionnaire will be used as an instrument for data collection. The questionnaire will be distributed to the employees of telecom sector (warid, zong, ufone, telenor and mobilink) in Islamabad. 500 questionnaires are distributed among the employees of telecom sector from which 256 is returned and 9 filled questionnaires are not useful so we discard them total correct responses were 247.

Statistical tests used for data analysis

The tests used in this study will be descriptive, correlation and regression analysis. Andrew Haies (2009) discussed a bootstrapping method of mediation & moderation analysis, which is supposed to be most sophisticated test for analyzing mediation & moderation effect. In this present study, this method was used to test the mediation effect.

Face and Content Validity

The content and face validity will be assured of a reliable and validate scale. Content and face validity is done with the help of professional experts in the field, instrument was modified according to the recommendations made by them. The purpose of content validity is to examine that up to what extent items are addressing all dimensions of a particular construct and to ensure that items constructed in a way that all respondents can read them conveniently (Cooper & Schindler, 2001).

Results

Total numbers of respondents were 247 from which there are 150 males and 97 females. There are 199 respondents who are having experience of 0-5 years and other (48 respondents) have experience of 6-10 years. There are 114 respondents who are between 18-25 years old, 111 respondents who are between 26-33 years old, and 18 respondents who are between 34-41 years old and there are only 4 respondents who are between 42-49 years old.

Table No.1

N	247
Gender	
Male	150
Female	97
Experience	
0-5 years	199
6-10 years	48
Age	
18-25 years	114
26-33 years	111
34-41	18
42-49	4
Education	
Bachelor	131
Master	106
Mphil	10

To test the reliability of variable Cronbach's (1951) alpha is applied. Table no 2 shows the result of Cronbach alpha.

Table No. 2.

Variables	No of items	Cronbach's Alpha
Training	8	0.816
Performance Feedback	5	0.776
Organizational Commitment	5	0.761

The value of cronbach's alpha for training was (α=0. 18), performance feedback were (α =0. 776), organizational commitment were (α =0. 761). Table no 3 shows the result of descriptive statistics, which were calculated to check the normality of the data. It was seen that the value of skewness ranged from -1 to +1 and values of the Kurtosis range from -3 to +3 which confirms that the data was normal.

Table No. 3.

Descriptive Statistics	N	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic
TR	247	4.0501	0.43618	0.379	0.548
PF	247	4.1053	0.46356	0.164	-0.129
OC	247	4.2227	0.46762	0.108	-0.714
Valid N (list wise)	247				

The value of mean, standard deviation and kurtosis and skewness for training (M=4. 0501, SD=0. 43618, Skewness=0. 379, kurtosis=0. 548). The value of mean, standard deviation and kurtosis and skewness for performance feedback (M=4. 1053, SD=0. 46356, Skewness=0. 164, kurtosis= -0.129). The value of mean, standard deviation and kurtosis and skewness for organizational commitment (M=4. 2227, SD=0. 46762, Skewness=0. 108, kurtosis= -0.714). Table No 4 shows the correlation matrix which was calculated to analyze the extent and direction of relationship among different variables of the study. The result indicates that there is a strong positive (r=0. 65, p=0) relationship between training and organizational commitment. There is a strong positive relationship (r=0. 63, p=0) between performance feedback and organizational commitment.

Table No. 4.

Correlation		TR	PF	OC
TR	Pearson Correlation	1**		
PF	Pearson Correlation	.731**	1**	
OC	Pearson Correlation	.650**	.630**	1**

Table No 5 shows the regression analysis of simple hypothesis testing. The result of Hypothesis 1that is

Training has a positive impact on organizational commitment shows (R^2=0. 474) indicates that 47 percent variation in Organizational Commitment is due to training. The results of hypothesis testing (t=5. 99, p=0) are signs that there is a positive relationship b/w training and Organizational commitment therefore we accept hypothesis 1. The result of Hypothesis 2 that is performance feedback have a positive impact on organizational commitment shows (R^2 =0. 474) indicates that 47 percent variation in Organizational Commitment is due to performance feedback. The results of hypothesis testing (t=4. 866, p=0) are significant that there is a positive relationship b/w performance feedback and Organizational commitment therefore we accept hypothesis.

Table No. 5.

Simple Hypothesis Testing							
Hypothesis	Independent Variable	Dependent Variable	R square	F	B	T	Sig.
Training have a positive impact on organizational commitment	Training	Organizational commitment	0.474	109.808	0.408	5.99	0.00
Performance feedback has a positive impact on organizational commitment	Performance Feedback	Organizational commitment	0.474	109.808	0.331	4.866	0.00

Discussion

Results showed that training has beneficial effect on business commitment (Ooi & Arumugam, 2006). Paul & Anantharaman (2004) also describes that training shows an important and beneficial connection with business retention and dedication. The investigation of the analysis exposed that the effect of training performs on business dedication was considerably connected to the dedication. Researchers and experts also approve that although training can positively affect dedication, just providing training to employees is not enough. The advantages of training will be achieved only to the amount that the employees accept it and contribute to it. Consequently, organizations need to determine what it is looking to obtain within the training course as well as the effect it will have on employees, dedication, and turnover (Glance, Hogg & Huberman, 1997).The employees that were delivered with pre-training material viewed that training as more appropriate and entered into the training with precise objectives (Tannenbaum, Mathieu, Salas & Cannon, 1991). The result of this research is in accordance with the result of Ahmad and Bakar (2003) who noticed that training 'awareness performs a vital part in improving business commitment. Benson (2006) also discovered that job training has a beneficial affect on the overall dedication of the employees in the serving organization. Ramlall (2003) demonstrated that insufficient training opportunities forced employees to leave the organization. .

The results of the research show that performance feedback had a statistically significant influence on organizational commitment. These results are supported by results of prior studies which described that performance evaluation is an important predictor of organizational commitment (Shahnawaz & Juyal, 2006; Kumar & Krishnaveni, 2012; Farndale, Hailey & Kelliher, 2011). As stated in the literature a fair system of performance feedback is needed in every company to keep the workforce satisfied with their work and commitment to their organization (Pettijohn, Peitijjohn & Taylor, 2000)

To improve employees' commitment levels and their performances, the supervisors should be fair in their judgments, during the procedure of taking these

judgments, in their behavior towards the employees, in their relationship with the employees and they should give importance to this attitude of fairness to be observed by their employees, as well. The results of study show that performance feedback has a positive impact on interaction justice. Workers are enthusiastic about their performance review systems when there is trust in in the supervisor and when supervisors are helpful of their co-workers reviews, particularly in the areas of expertise growth, pay for efficiency, and profession development happens during the assessment session

Conclusion

This study concludes that training and performance feedback has a positive relationship with organizational commitment Investment in training can improve individual and organizational performance. Training affects positively on the commitment of workers. Training chances are related to the organizational commitment of workers. There is a linkage between training and the employee commitment; the results support a positive and statistically significant result that training positively affects employee's commitment. Employees in training activities have higher levels of commitment and less turnover. Training positively influences on commitment which in turn increases employee performance.

Performance feedback positively forecasts the satisfaction of workers & growth with organizational commitment. Performance feedback is the important forecaster of organizational commitment. It is discovered that along with numerous other human resource roles, performance assessment tool has a positive &an important relationship commitment. Equity in performance feedback has a good effect on the employee dedication towards the company. Interactional justice is a key factor associated with the achievements of each company. To keep employees

pleased, committed and dedicated to the company, the company needs to be reasonable in its. When employees thought that they are handled with fairness in every feature, they show more commitment and activities like job fulfillment. Workers were happier when they experienced they were compensated fairly for the effort they have done by making sure reasonable benefits allocated by the company and there is an honest compensate techniques. When employees understand that the company is helpful and dealing with them reasonably, they will tend to develop dedication. The equity of the company leads their employees to increase their efficiency. Interactional Justice is an important aspect associated with the achievements of each company. In purchase to keep employees pleased, dedicated or committed to the company, the company needs to be reasonable in its framework. Employees' view on each factor of organizational justice impact their perform efficiency, especially when they were under the efficiency review process. Organizational dedication is a connection between an employee and the company and the more positive and the person's behavior toward the company, the better the person's identification of the goals of the company, as well as their desire to apply more energy on the part of the company. When workers are not satisfied at work, they are less dedicated and will look for other possibilities to leave. If possibilities are not available, they may emotionally or mentally withdraw from the organization.

Research implications

This research will provide useful baseline for future researchers to carry out study in this field or related field for more in-depth knowledge. This study will provide management useful guideline to adopt rational strategies for handling complex phenomena.

The results of this study provide supervisors and representatives of companies with concepts to increase employee retention. This study will provide

useful guidelines for policy makers to make rational plans about organizational commitment. The managers who want to increase the commitment of employees they can get sufficient information from this study that how training and performance feedback has a connection with employee commitment. This analysis could be helpful for managers as it examines the ways to increase the dedication of the workers in the company.

The above stated aspects of performance feedback enhance the organizational commitment of the workforce. Policy makers of organization must do a practice to improve the awareness of performance feedback in the employees so that they come to know the objective behind evaluating their work.

Limitations and future research

This research will be only an employee of telecom sector of Islamabad; hence this study will be limited to the telecom sector. In future researcher can expand the industry. To increase the generalizability, other sectors can also be added to it in order. The sample size of the research is quite small, so it cannot be generalized. Behavior of respondents towards questionnaire filling is poor, as people a while display biasness or sometimes they never display what they really want to say.

In this study there are Limited independent variables to organizational commitment. In this study there are only 2 independent variables (training and performance feedback) taken, while there are many variables which affect organizational commitment. In future researcher can take other variables which also effect organizational commitment. In this research there are. In this study there is no mediator and moderator so in future researcher can also take moderator and measure its impact.

Another limitation of this research is time constraint. This study is completed in a short time period, hence sample taken are few telecom organizations in Islamabad.

Measures used in the research were Likert scales. This threat to validity is recognized as mono-method bias. The difficulty with collecting much of the data using the same scale is that the results can then be attributed to persons' tendencies to answer to similar types of measures in similar means. While this bias might have been a threat.

References

Aguinis, H. (2009). *Performance management*. Upper Saddle River, NJ: Pearson Prentice Hall.

Ahmad, K. (2004). Choice of allocation norms and perceived fairness of Malaysia corporate management. *International Journal of Commerce and Management*, 14(2), 15-31.

Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia.*International Journal of Training and Development*, 7, 166-185.

Ahmed, I., Ramzan, M., Mohammad, S. K., & Islam, T. (2011). Relationship between perceived fairness in performance appraisal and OCB; mediating role of organizational commitment. *International Journal of Academic Research*, 3(5), 15-20.

Al-Emadi, M. A. S., & Marquardt, M. J. (2007). Relationship between employees' beliefs regarding training benefits and employees' organizational commitment in a petroleum company in the State of Qatar. *International Journal of Training and Development*, 11(1), 49-70.

Allen, N. J., & Meyer, J. P. (1997). Commitment in the workplace: Theory, research and application. *Thousand Oaks*. Sage publication.

Andrew, O. C., & Sofian, S. (2012). Individual factors and work outcomes of employee engagement. *Procedia-Social and Behavioral Sciences*, 40, 498-508.

Bartlett, K. R. (2001). The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 12(4), 335-352.

Benson, G. S. (2006). Employee development, commitment and intention to turnover: a test of 'employability' policies in action. *Human Resource Management Journal*, 16(2), 173-192.

Bozeman, D. P., & Perrewé, P. L. (2001). The effect of item content overlaps on Organizational Commitment Questionnaire–turnover cognitions relationships. *Journal of Applied Psychology*, 86(1), 161.

Brum, S. (2007). What impact does training have on employee commitment and employee turnover. In *Schmidt Labour Research Centre Seminar Research Series* (pp. 1-13).

Chen, C. F. (2006). Job satisfaction, organizational commitment, and flight attendants' turnover intentions: A note. *Journal of Air Transport Management*, 12(5), 274-276.

Cohen, A. (2014). Organizational commitment research: past, present and future. In *Areas of Vocational Education Research* (pp. 261-274). Springer Berlin Heidelberg.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millennium: a meta-analytic review of 25 years of organizational justice research. *Journal of applied psychology*, 86(3), 425.

Cooper, D. R., Schindler, P. S., & Sun, J. (2006). *Business research methods,* (Vol. 9). New York, McGraw-Hill Irwin.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334.

Danish, R. Q., Ramzan, S., & Ahmad, F. (2013). Effect of Perceived Organizational Support and Work Environment on Organizational Commitment; Mediating Role of Self-Monitoring. *Advances in Economics and Business*, 1(4), 312-317.

DeNisi, A. S., & Kluger, A. N. (2000). Feedback effectiveness: can 360-degree appraisals be improved? *The Academy of Management Executive*, 14(1), 129-139.

Farndale, E., Hope-Hailey, V., & Kelliher, C. (2011). High commitment performance management: the roles of justice and trust. *Personnel Review*, 40(1), 5-23.

Femi, A. F. (2013). Perception of performance appraisal and workers' performance in Wema Bank headquarters, Lagos. *Global Journal of Arts, Humanities and Social Sciences*, 1(4), 89-101.

Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. *Journal of Occupational and organizational Psychology*, 74(4), 473-487.

Folger, R., Cropanzano, R., & Goldman, B. (2005). What is the relationship between justice and morality. In J. Greenberg and J.A. Colquitt. *Handbook of Organizational Justice*: 215-246. Mahwah, NJ: Erlbaum.

Gichuhi, A. W., Abaja, P. O., & Ochieng, I. (2013). Effect of Performance Appraisal on Employee Productivity; A Case Study of Supermarkets In

Nakuru Town, Kenya. *Asian Journal of Business and Management Sciences*, 2(11), 42-58.

Glance, N. S., Hogg, T., & Huberman, B. A. (1997). Training and Turnover in the Evolution of Organizations. *Organization Science*, 8(1), 84-96.

Goldstein, I. L. (1993). Training in organizations: Needs assessment, development, and evaluation. Thomson Brooks/Cole Publishing Co.

Green, F., Felstead, A., Mayhew, K., & Pack, A. (2000). The Impact of Training on Labour Mobility: Individual and Firm-level Evidence from Britain. *British journal of industrial relations*, 38(2), 261-275.

Guzzo, R. A., Jette, R. D., & Katzell, R. A. (1985). The effects of psychologically based intervention programs on worker productivity: A meta-analysis. *Personnel Psychology*, 38(2), 275-291.

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs,* 76, 408-420.

Iyer, V., Rammurthy, G., & Srinivas, M. B. (2008). Training data compression algorithms and reliability in large wireless sensor networks. In*Sensor Networks, Ubiquitous and Trustworthy Computing, 2008. SUTC'08. IEEE International Conference on* (pp. 480-485). IEEE.

Karimi, R., Malik, M. I., & Hussain, S. (2011). Examining the relationship of performance appraisal system and employee satisfaction. *International Journal of Business and Social Science*, 2(22), 243-247.

Khan, A. S., Khan, A. S., Khan, S., Nawaz, A., & Khan, N. (2009). Demographic impacts on the Job-Satisfaction of the District Executive Officers in Local Government of NWFP Pakistan. *Gomal University Journal of Research*, 25(2), 1-19.

Kirkpatrick, D. L. (1967). Evaluation of training. In R. L. Craig & L. R. Bittel (Eds.), *Training and Development Handbook* (pp. 87-112). New York: McGraw Hill.

Kumar, N. R., & Krishnaveni, R. (2012). Role of HRD Practices in Building Organizational Commitment. *Journal of Contemporary Research in Management*, 3(2).

Kuvaas, B. (2006). Work performance, affective commitment, and work motivation: the roles of pay administration and pay level. *Journal of Organizational Behavior*, 27(3), 365-385.

Kuvaas, B., & Dysvik, A. (2010). Exploring alternative relationships between perceived investment in employee development, perceived supervisor support and employee outcomes. *Human Resource Management Journal*, 20(2), 138-156.

Likert, R. (1967). *The human organization: Its management and value*. New York, McGraw-Hill.

McGunnigle, P. J., & Jameson, S. M. (2000). HRM in UK hotels: a focus on commitment. *Employee Relations*, 22(4), 403-422.

Mehrabad, M. S., & Brojeny, M. F. (2007). The development of an expert system for effective selection and appointment of the jobs applicants in human resource management. *Computers & Industrial Engineering*, 53(2), 306-312.

Miller, D., & Lee, J. (2001). The people make the process: commitment to employees, decision making, and performance. *Journal of Management*, 27(2), 163-189.

Monis, H., & Sreedhara, T. N. (2010). Correlates of Employee Satisfaction with Performance Appraisal System in Foreign MNC BPOs Operating in

India. *Annals of University of Petrosani, Economics*, 10(4), 215-224.

Ng, Y. C., & Siu, N. Y. (2004). Training and enterprise performance in transition: evidence from China. *The international journal of human resource management*, 15(4-5), 878-894.

Obisi, C. (2011). Employee performance appraisal and its implication for individual and organizational growth. *Australian Journal of Business and Management Research*, 1(9), 92-97.

Ooi, K. B., & Arumugam, V. (2006). The influence of corporate culture on organizational commitment: case study of semiconductor organizations in Malaysia. *Sunway Academic Journal,* 3, 99-115.

Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, 35(2), 163-172.

Paul, A. K., & Anantharaman, R. N. (2004). Influence of HRM practices on organizational commitment: A study among software professionals in India. *Human Resource Development Quarterly*, 15(1), 77-88.

Pettijohn, C. E., Pettijohn, L. S., & Taylor, A. J. (2000). Research note: An exploratory analysis of salesperson perceptions of the criteria used in performance appraisals, job satisfaction, and organizational commitment. *Journal of Personal Selling & Sales Management*, 20(2), 77-80.

Platsidou, M., & Diamantopoulou, G. (2009). Job satisfaction of Greek university professors: Is it affected by demographic factors, academic rank and problems of higher education?. *Proceedings, ESREA-ReNAdET. Thessaloniki: Grafima Publications (pp, 535, 545.*

Ramlall, S. (2003). Organizational Application Managing Employee Retention as a Strategy for Increasing Organizational Competitiveness. *Applied HRM Research*, 8(2), 63-72.

Rosen, C. C., Levy, P. E., & Hall, R. J. (2006). Placing perceptions of politics in the context of the feedback environment, employee attitudes, and job performance. *Journal of Applied Psychology*, 91(1), 211-220.

Sabharwal, M., & Corley, E. A. (2009). Faculty job satisfaction across gender and discipline. *The Social Science Journal*, 46(3), 539-556.

Salleh, M., Amin, A., Muda, S., & Halim, M. A. S. A. (2013). Fairness of performance appraisal and organizational commitment. *Asian Social Science*, 9(2), p121

Schraeder, M. (2009). Leveraging potential benefits of augmentation in employee training. *Industrial and commercial training*, 41(3), 133-138.

Selvarajan, T. T., & Cloninger, P. A. (2012). Can performance appraisals motivate employees to improve performance? A Mexican study. *The International Journal of Human Resource Management*, 23(15), 3063-3084.

Shahnawaz, M. G., & Juyal, R. C. (2006). Human resource management practices and organizational commitment in different organizations. *Journal of the Indian Academy of Applied Psychology*, 32(3), 171-178.

Simpson, M. R. (2009). Engagement at work: A review of the literature. *International journal of nursing studies*, 46(7), 1012-1024.

Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfillment on

the development of commitment, self-efficacy, and motivation. *Journal of applied psychology*, 76(6), 759.

Walsh, K., & Fisher, D. (2005). Action inquiry and performance appraisals: Tools for organizational learning and development. *The Learning Organization*, 12(1), 26-41.

Cite this article: Tanvir, J. and Ali, M. 2017. A Study on Impact of Training and Performance Feedback on Organizational Commitment. International Basic and Applied Research Journal, Volume 03, Number 09, pp. 33-46.